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sectioning, special methods, the use of the microscope, and micrometric methods involving the use of the camera lucida.

The most notable new chapter is the one dealing with methods of staining filamentous algæ and fungi, and mounting them in Venetian turpentine. An abstract of the methods of Pfeiffer and Wellheim is given, together with such modifications as have been bound to give successful preparations. Such extremely delicate forms as Vaucheria can be carried through the stains and mounted in Venetian turpentine without showing the least trace of plasmolysis; and even if slight plasmolysis should occur, it can be corrected by manipulation of the mounting medium. The Venetian turpentine method, giving preparations requiring no sealing, and as hard and durable as balsam mounts, should almost entirely replace the troublesome glycerine method.

Much attention is given to collecting and keeping material alive in the laboratory. Klebs's method of securing reproductive phases in algæ and fungi is presented in a practical manner. Specific directions are given for making such preparations as are needed by teachers and others who wish a comprehensive view of the plant kingdom from the lowest to the highest forms.

The book will be very useful to teachers of secondary schools, as well as to independent workers, for it gives in usable and concise form the latest and most approved methods of modern micro-technique.

W. J. G. LAND.

UNIVERSITY OF CHICAGO.

German Higher Schools: The History, Organization and Methods of Secondary Education in Germany. By JAMES E. RUSSELL. Ph.D., LL.D. New York: Longmans, Green & Co.

This is a revised edition of the handbook on the German secondary schools by the dean of Teachers College, New York, first published in 1899, and reviewed in these columns. The new edition is enlarged by the addition of a chapter entitled, "The Progress of School Reform, 1898–1905," a "Bibliography of Recent Works on School Reform," and three appendices entitled "Royal Decree of November 26, 1900," "Curricula of Prussian Higher Schools of 1901," and "The Privileged Higher School of Germany in 1903–1904." These additions will render more useful what has already become a standard work on the subject. On p. 463 *ad fin.* "1903" should read "1900."

W. B. O.

Boys and Their Management in School. By H. BOMPAS SMITH, M.A., Headmaster of Queen Mary's School, Walsall; Formerly Assistant Master at Shrewsbury. New York: Longmans, Green & Co., 1905. Pp. 119.

While this small volume is written from the standpoint of the English school and for English schoolmasters, it contains a fund of practical wisdom born of experience that would be applicable under any conditions. The book is divided into two parts, the first of which, entitled "The Human Boy," deals with the physical and mental development of boys between the ages of eight and nineteen years and draws much of its material from Hall's *Adolescence*. In the second part, entitled "The Boy in School," the author speaks from his own experience, and reveals himself as a thoughtful and sympathetic student of the problems of his profession. We Amer-

icans should take exception to the author's views on corporal punishment, but, aside from this one point, the advice given teachers, both as to general attitude and as to specific problems, is admirable.

W. B. O.

Elementary Latin Writing. By Clara B. JORDAN. New York: The American Book Co., 1905. $1.

A textbook that is the product of actual experience in teaching always commands respect and often is, when announced, awaited eagerly as perhaps the solution of a vexing problem. Miss Clara B. Jordan's *Elementary Latin Writing* is a remarkably happy compromise between two widely divergent practices: that of teaching Latin grammar through composition, and that of teaching Latin composition and letting grammar take its chance. The latter practice, heralded as relief from intolerable drudgery, almost drove out of the field the so-called textbooks of Latin composition that were merely clever collections of e. g.'s. The result of this wholesome, but too wholesale, reform is well known and need not be mentioned. Now we are beginning to receive books conceived in a spirit of calm acceptance of two principles: that Latin grammar is satisfactorily taught only with the aid of Latin writing; but Latin writing is an end in itself, apart from its value in impressing upon the pupil's mind the facts of Latin grammar. Miss Jordan's book, which ought to be covered and reviewed easily in the high-school four-year course, proceeds gradually from intensive work on the grammar to connected passages of great variety and increasing difficulty. Throughout there is a certain crispness and directness that recommends this book as an extraordinarily useful manual. Individual features, the outcome of personal predilection of the author, add a charm unlooked for in the treatment of so unromantic a subject. Incidentally the exercises contain information that is of great value to the young student, especially the exercises numbered 7, 20, 21, 26, 27, 28, 29, 30, 32 and following. The coming of this and similar textbooks will perhaps rescue Latin composition from its anomalous position.

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Science of Education. By RICHARD GOUSE BOONE, A.M., Ph.D. New York: Charles Scribner's Sons, 1904. Pp. xiii+407.

Education is defined by Dr. Boone as "the life process by which the individual is matured," and the science of education as "the body of organized laws or principles in accordance with which this process takes place." Education in this broad sense thus becomes in the individual practically synonymous with development, its outcome in the race being civilization; and the science of education has for its rather extensive task "the explaining the nature of man as a developing creature, the motives and conditions involved in his maturing, and the social and personal factors that enter into the problem."

The underlying thought of the book, which becomes in the words of the author its "unifying principle," is that embodied in the previously quoted definition, viz., that education is fundamentally a process of human growth. All things that contribute to that growth are educative, and must be taken cognizance of in a science of